

Chapter 1 Multiple Intelligences

I really liked the section in this where Armstrong talked about savants. There has been a push in society recently to challenge how we define intelligence and I think that is only appropriate because as Armstrong also states in this section what we have valued in intelligence has shifted over time. While this push is not unsubstantial as evidenced by our focus on multiple intelligences over this course so far and edu 101 I do think there are aspects of our labeling that show a tendency to value some over others. For example a genius in the field of math, science, or linguistics will often be labeled a “genius” without any qualifier, whereas a genius in the field of music or painting are often labeled as a “musical genius” or an “artistic genius”. While the qualifier isn’t necessarily demeaning considering it doesn’t take away from the area in which they are deemed to have genius level intelligence the perceived need for a qualifier suggests that certain areas of intelligence aren’t worthy of a “genius” label without an explanation of the field. I also found it interesting that Armstrong talks about how time period may be crucial in how multiple intelligences play out. He uses the example of Mozart grew up in an era that valued musical composition above many things so his genius was fostered and able to actually develop whereas if he grew up today and attended a public school that was cutting its music program his genius wouldn’t have an opportunity to develop.

Multiple Intelligences Chapter 2

Much of this chapter stuck out to me because it was almost exactly what we did in our first class. From our class I learned that as a learner I prefer musical and verbal styles for learning. I also tested highly for both interpersonal and intrapersonal while kinesthetic and visual graded towards the middle and naturalist and logical I graded towards the bottom. Having this information gives me the ability as a teacher to assess areas of weakness and seek out help from colleagues or students who excel in those areas. One thing I found that was important in the chapter was the section that told us to encourage students to work outside of their learning areas. If we encourage students to do exclusively what they’re comfortable with they will never become multi faceted learners and will start to feel that they are inadequate in other areas. I personally have had this experience with certain subject areas. When you are told that you should focus on other subjects or that one subject is not your strength it discourages you from ever working on that subject again. These can be formative moments in someone’s learning and an educator should take every opportunity to encourage students to work through their difficulties. Addressing areas of weakness is as important as identifying areas of strength. Using a test like the multiple intelligences test at the beginning of a semester could also help shape my lesson plan if I find that many students are visual learners I can try to shift my lessons accordingly, while keeping a healthy balance of other intelligences as well.

MI Chapter 3

In this chapter one of my main takeaways was what misbehavior might tell an educator about their students. In the chapter Armstrong talks about how a student is sending their

teacher a message with the way they misbehave and what it's essentially saying is that they are going to learn in certain way and that you should accommodate that because if you don't they are going to try to do it anyway. A student who is moving around in class might be a kinesthetic learner while someone who is talking out of turn might be an interpersonal learner. While I don't necessarily believe that this rationale is an excuse for misbehavior in the classroom, it can serve to be an important tool for educators to A: figure out what may be a barrier for a student or students in your classroom and B: address those barriers in a way that hopefully engages more students. I feel it is only logical that students when faced with a lesson that is uninspiring to them would revert to their area of strength or interest. As someone who's number one score on the MI test was musical intelligence I often find myself tapping on a desk or tapping my feet simulating some kind of drumbeat nearly instantly when my attention is lost. I don't necessarily believe this method to be ironclad I think it can definitely be used as a tool for educators to learn something about their students. Much like Piaget's interest in wrong answers for the rationale behind them, "wrong behavior" is also a gives us great insight into what we as educators can do to assist a student.

MI chapter 4

This chapter talked about how to teach multiple intelligences to young students. I particularly liked the quote he mentioned where he said that students enter school as question marks and leave as exclamation points. I feel that really speaks to the degree in which we are taught in schools to stay in our lane and if we are aren't particularly intelligent in what would be considered core academic areas that we aren't intelligent at all. In the chapter he goes over several different ways to introduce younger students to multiple intelligences first he makes the language easier to understand changing "linguistic intelligence" to "word smart" etc. He then goes on to ask the children inclusionary questions such as "have you read a book?" when the children respond yes he tells them that they are all "word smart". The use of this exercise is to show students that they all have all 8 intelligences just to different degrees. Students then can be introduced to a series of games and role models having to do with the multiple intelligences. A "body smart" role model might be a professional athlete while a "music smart" role model might be a famous musician. While all of this is geared towards younger aged children I feel there are still some take away concepts that apply to all students, chiefly among them being the concept that students should never feel they aren't intelligent because they don't excel in a specific area. We as educators should take every opportunity to give them the option to work in an area of strength without closing the door on improving an area of weakness.

MI Chapter 10

This chapter talked a lot about how we can address multiple intelligences in our assessments. Several times throughout our readings I've started to feel frustrated because I felt many of our readings have been nearly identical and coming up with new reactions to the material didn't feel honest, fortunately in this chapter it was not the case. I spent so much time thinking about how to incorporate students with different MIs, that I kind of glossed over the fact

that our assessments may not accurately show what our students learn if we don't attempt to make those accommodating to those needs as well. One method I thought was interesting and in my personal experience had been helpful was to give students an opportunity for an oral exam as opposed to a regular test. For someone like me who often talks through something to understand it giving students like myself the opportunity to illustrate an understanding of the material without the pressure of having to write something concrete and unwavering might be helpful. I think it's very important that as long as we are talking about multiple intelligences that we are also talking about multiple means of assessment. If we only assess students from the perspective of specific kind of intelligence then we will surely miss out on what could be great understanding of the material.